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A description of the background and procedure of this pilot study precedes the data charts and sample forms that make up the majority of the report. Questionnaires gathered information from 304 representative schools on languages studied, grades in which they were studied, and number of credits earned, for each student. Schools are classified by the type of language program they offer. Suggestions are made for a questionnaire and tabulation sheet for the next year's study. The 1962 and 1963 studies are available as ED 010 474 and ED 010 473. (AF)

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The Modern Language Association of America
Foreign Language Program
Research Center

PILOT STUDY OF LANGUAGE SEQUENCES COMPLETED BY SECONDARY-SCHOOL GRADUATES, SPRING 1963

James N. Eshelman

March 31, 1965

The research reported here was performed pursuant to Contract No. OE 4-14-037 with the U.S. Office of Education, Department of Health, Education, and Welfare

FL 001 099

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INTRODUCTION

In the spring of 1964, the Research Center of the Modern Language Association requested data from some 300 public high schools throughout the country concerning the foreign languages that 1963 graduates had studied during the course of their secondary-school education. One of the lacks in foreign-language instruction has been the schools' failure to provide adequate sequences. Although foreign-laugnage offerings and enrollments have been surveyed annually since fall 1958 by the MLA [1], this was the first atempt to gather information on the length of sequences. The sample was very small — covering only 304 of the more than 20,000 public secondary schools in the United States. It was intended as a useful, though far from conclusive, insight into offerings and patterns of study and, mainly, as a guide for further research activity. The pilot study was evaluated in terms of the willingness of schools to participate, the intelligibility of the questionnaire, the reliability of the data received, the variety of information available from the tabulations, and possible methods of scoring the results.

We wish to acknowledge a debt of gratitude to the principals of the public secondary schools that participated in this study and their staffs who provided the tabulations and transcripts. This survey was possible only because of their enthusiastic cooperation.

We are especially grateful for the guidance and advice of officials in the U.S. Office of Education, in particular, Dr. Bronson Price, Miss Esther Eaton, Miss Mary Hayes, Mrs. Mary McVeigh, and Dr. Tongsoo Song.

The many constructive suggestions of Dr. Glen Willbern, Director of Research of the MLA Foreign Language Program, concerning evaluation of data and their presentation in this report are greatly appreciated. Special thanks go to Mr. James Dershem of the MLA Center for his assistance in tabulating returns and preparing tables for this text.

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1. Reports of public-school foreign-language offerings and enrollments:

J. Wesley Childers: Foreign-Language Offerings and Enrollments in Public Secondary Schools, Fall 1958, prepared for the U.S. Office of Education pursuant to contract under the National Defense Education Act.

J. Wesley Childers: Foreign-Language Offerings and Enrollments in Public Secondary Schools, Fall 1959, prepared for the U.S. Office of Education pursuant to contract under the National Defense Education Act.

J. Wesley Childers: Foreign-Language Offerings and Enrollments in Public Secondary Schools, Fall 1960, sponsored by the Foreign Language Program of the Modern Language Association.

James N. Eshelman, N. W. Lian: Foreign-Language Offerings and Enrollments in Secondary Schools — Public Schools: Fall 1961, Fall 1962 and Nonpublic Schools: Fall 1962. Research for fall 1961 was sponsored by the Foreign Language Program of the Modern Language Association; research on foreign-language enrollments in public and nonpublic secondary schools, fall 1962 was performed for the U.S. Office of Education pursuant to contract under the National Defense Education Act.

James N. Eshelman, J. F. Dershem: Foreign-Language Offerings and Enrollments in Public Secondary Schools, Fall 1963, prepared for the U.S. Office of Education pursuant to contract under the National Defense Education Act.

I. The Survey

A. Selection of the sample

The questionnaire (Chart 1, pages 10 - 13) was designed in September 1963. By way of pretest, drafts of the questionnaire were sent to a dozen principals of high schools in different areas of the United States with the request that they be completed and that suggestions be made to improve format and intelligibility.

A list of 304 schools, chosen to be representative of varying organizational patterns, sizes, and regions, was provided by U.S.O.E. in early March, 1964. Chart 2 on page 14 shows the selection in terms of organization and size.

B. Response

Questionnaires were mailed to the principals of the 304 schools on March 10, 1964. The principals were requested to select clerks, to be paid at the rate of $2.00 per hour, to transfer the name of each 1963 graduate and a record of his language studies from the schools' transcript records to the tabulation sheets of the questionnaire. By April 7, tabulations had been received from 124 schools (41%), and "reminder" letters were sent to all non-respondents. A second "reminder" was mailed on April 29, by which date tabulations from 188 schools (62%) had been received. By May 7, tabulations had been returned by 200 schools (66%). On May 18, 19, and 20, all schools that had not yet submitted tabulations were contacted by telephone, with the result that by June 1 returns had come in from 254 schools (84%). The final number of returns by the end of summer was 275 schools (90%). The last column of Chart 2 on page 14 shows the number of returns in each group of schools. A record was also kept of the date of receipt of the completed tabulations. See Chart 3 on page 15.

C. Accuracy

To check the accuracy of the data received, it was considered desirable to request photocopies of transcript records for comparison with the tabulations. A random sampling method was suggested by the U.S. Office of Education and, accordingly, 320 transcripts were requested from a total of 149 schools in July. By the end of November, 298 transcripts (93% of those requested) had been received from 139 schools (93% of the schools contacted). The records of 25 of the 298 students (8.4%) had been tabulated incorrectly. Chart 4 on page 16 describes the errors. For the most part, underreporting characterized the discrepancies.

D. Tabulations

1. Detailed language study data

A study of the tabulations submitted by several high schools (principally Gilroy Union High School of Gilroy, California, which seemed to be "average" with respect to the size of the graduating class, the number of graduates who studied foreign languages, the number of languages taught, the sequences available in foreign languages, etc.) suggested methods by which the gathered data could be assembled into concise and usable charts.

The completed tabulation sheets show a record of each 1963 graduate's language study during the course of his secondary-school education. Each tabulation shows the languages studied, the grades in which they were studied, and the number of credits earned. By grouping the students with identical patterns of language study and using a code to indicate 1) the number of students in a given category, 2) the language studied, 3) the grade in which the students began study of the language, and 4) the number of years the language was studied,

it was possible to transfer the information gathered from each school to an $8\frac{1}{2}$"x 11" sheet of paper. See Chart 5 on page 17. The organization of language patterns into a logical system makes it possible to tell at a glance how many students took one language, two languages, three languages, what languages were studied in what grades, how many years these languages were studied, and so forth.

This information was used to answer the questions set forth on the form shown as Chart 6 on page 18. Some of the questions that these tabulations answer are: 1) what percent of the graduating class studied foreign languages; 2) what opportunities the graduates had for foreign-language study; 3) how many students took advantage of the full sequence offered in the languages they studied; 4) how many studied more than one language; 5) how many studied more than one language at the same time; 6) how many students of modern foreign languages studied Latin as well; 7) in what grade most of the students began foreign-language study; and 8) how many foreign-language students did not take a language in their last year of high school.

A master tabulation showing totals for each item for all 275 respondents was not constructed because of the variety in size, organizational structure, language opportunities, combinations of language sequences, etc. Rather, the schools were grouped into 30 classifications as shown on Chart 7, page 19, and master tabulations for each classification were made. See Chart 8, page 20 for schools in which graduation credit was first earned in the 7th grade, Chart 9, page 22 for schools in which graduation credit was first earned in the 8th grade, Chart 10, page 24 for schools in which graduation credit was first earned in the 9th grade, and Chart 11, page 26 for schools in which graduation credit was first earned in the 10th grade. The column headings of these charts include such codes as 7/2/3 (high-school credit was first earned in the 7th grade, the school offered 2 languages, the maximum number of years any one of these languages was taught was 3), and so forth. Refer to Chart 7 on page 19.

2. Sequence evaluations

All teachers of language would surely agree that two years of study in a language are preferable to one, and that three are preferable to two. Beyond this, most of them would probably agree also that it is better to study a single language for four years than to spend two years on each of two; that consecutive years of study, whatever the length of the sequence, are more effective than the same amount of study spread over a longer period; and even, possibly, that each year of study in a sequence is potentially more valuable to the learner than the one that preceded it.

It would be useful to supplement the quantitative measurement of language sequences by a qualitative measurement that reflected the advantages generally assumed for relatively long, unbroken sequences.

In the present study we have explored a possible approach to measuring quality through a system of "sequence evaluation points," which is described in detail below. It should be understood that no claim is made that this formula represents a final solution. We include it in the hope that a critical examination of it, even if it is found to be inadequate for its purpose, may generate suggestions for improvement or lead to a different device for evaluating factors of quality in language sequences.

"Sequence evaluation points" were given for language study in grades 9-12 according to the following scale:

	Sequence Evaluation Points
the student completed four years of uninterrupted language study	7
the student completed three years of uninterrupted language study	5
the student completed three years of language study, not continuous	4
the student completed two years of uninterrupted language study	3
the student completed two years of language study, not continuous	2
the student completed one year of language study	1
the student did not study a language	0

This scale was designed to reflect the increasing value to the student as the sequence lengthens. For this reason, a language studied for two successive years carries more point value than twice the point value allotted for one year of language study. Also, a four-year sequence in one language carries more point value than a two-year sequence in one language plus a two-year sequence in another.[1]

In each school, the points allotted for the sequences studied in each language were totaled and the result was divided by the number of enrollments in the language. This established an average sequence for each language within the school. In a school where many students take more than one language, the average length of sequence for a language is influenced by the fact that the student usually has a shorter sequence in his second or third language. For this reason, a more meaningful average is obtained when sequence evaluation points for all foreign languages are totaled and divided by the number of foreign-language students.

For each school, the total of the sequence evaluation points in all foreign languages was divided by the total number of graduates. The resulting figure represents a per capita evaluation of language training in the graduating class in terms of length of sequences studied and number of persons who studied foreign languages.

Chart 12 on page 28 shows the average sequence in each language. This average is shown by means of sequence evaluation points (SEP) and by means of Carnegie units (CU). (A Carnegie unit is given for each successfully completed year of study comprising 4 to 5 class periods per week of at least 40 minutes each.) For this report totals are shown for each of the five strata of schools that were used in the selection of the sample (see following section). Tabulations of Carnegie units and sequence evaluations in each school are on file at the MLA Research Center.

Chart 13 on page 29 is a graphic representation of the correlation of Carnegie units and sequence evaluation points. The average language study as determined by each system of evaluation is shown for all the schools in the sample that had an estimated average grade enrollment of 220 to 390 students.

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1. An additional consideration that this scale does not reflect is the concept that each successive year of language study beyond the second year is of greater value than the last.

E. Inflation of the sample

The 304 schools surveyed were stratified by estimated grade enrollments[1] for the purpose of inflating enrollments to national proportions.

Stratum	Average Grade Enrollment	Number of Schools in Population	Number of Schools in Sample	Number of Respondents
1	550-900	1.066	15	14
2	400-540	897	22	21
3	220-390	1,527	28	27
4	120-190	4,070	70	65
5	100 or less	17,955	169	148
	Unknown	969		
		26,484	304	275

Figures shown in Chart 12 on page 28 were inflated for the following categories: 1) total number of graduates; 2) total number of graduates who studied a foreign language; 3) total number of graduates who studied a modern foreign language; 4) total number of graduates who studied French; and 5) total number of graduates who studied Spanish. The results are shown below. The enrollments in languages other than French and Spanish were thought too small to warrant inflation.

	Number of Graduates	Studied foreign language	Studied modern foreign language	Studied French	Studied Spanish
Stratum 1	496,604	262,084	220,814	64,265	114,976
Stratum 2	272,090	161,246	134,166	45,363	75,134
Stratum 3	277,518	154,566	119,389	45,923	66,453
Stratum 4	365,799	176,012	140,258	77,706	58,295
Stratum 5	601,735	176,396	136,968	55,563	70,122
TOTAL	2,090,224	965,635	780,139	299,945	399,600

It was necessary to adjust the total figures to include enrollments of 969 schools that were not included in the stratification because the size of the graduating class could not be determined. For this reason the total of each of the above columns is greater than the sum of enrollments in strata 1 through 5.

A comparison of the above inflated figures yields the following percents:

46.2% of the 1963 high-school graduates studied a foreign language.
37.4% of the 1963 high-school graduates studied a modern foreign language.
80.8% of the 1963 high-school graduates who studied a foreign language, studied a modern foreign language.

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1. Average grade enrollments were estimated by dividing total school enrollments by the number of grades in the school.

14.3% of the 1963 high-school graduates studied French.
31.1% of the 1963 high-school graduates who studied a foreign language, studied French.
38.5% of the 1963 high-school graduates who studied a modern foreign language, studied French.
19.1% of the 1963 high-school graduates studied Spanish.
41.3% of the 1963 high-school graduates who studied a foreign language, studied Spanish.
51.2% of the 1963 high-school graduates who studied a modern foreign language, studied Spanish.

The relative error of the estimated total number of graduates (2,090,224) was calculated to be 7.2% at the 95% confidence level. The relative error of the proportion of the number of graduates who studied foreign languages to the total number of graduates (46.2% of the 1963 graduates studied foreign languages) was calculated to be 7.8% at the 95% confidence level. The relative error of other inflations or proportions were not worked out for this report.

F. Commentary

1. The questionnaire

By and large, the questionnaire used in this pilot study was excellent but, unfortunately, the format made it easy for the respondent to ignore the first nine questions that were printed on the reverse side of the tabulation sheets. All the needed information was asked for. Items 6 and 7, however, were misinterpreted by many schools.

> 6. Encircle the grades for which the student record cards kept in your school show official credits toward graduation.
>
> 7 8 9 10 11 12
>
> 7. Do the records in your school show language courses taken as early as the 7th grade? Yes_____ No_____
>
> If no, specify the lowest grade for which records are kept. _____

Forty-six schools that indicated they had records showing language courses taken as early as the 7th grade failed to record any language study in the 7th or 8th grade on the tabulation sheet. Each of these schools was asked for an explanation of the omission. Twenty one replied that they had made an error. Nine schools replied that language study in the 7th and 8th grades had not been recorded because students were enrolled in Course I of a language in the 9th grade regardless of previous training in the language. Eight schools, though they had not recorded 7th and 8th grade study, replied that foreign-language study in the 7th and 8th grades allowed the student to be enrolled in Course II of the language upon entering the 9th grade. Eight schools did not reply.

Eight schools in which graduation credit is first earned in the 10th grade were asked if students who had taken a language in the 7th, 8th, and 9th grades were placed in advanced courses upon entering the 10th. Three schools replied that they would permit a student who had studied a language in the 9th grade to enter Course II in the 10th grade. One school placed the student who had taken a foreign language in the 7th, 8th, and 9th grades in Course III of the language. One school replied that all 10th-grade language students commenced with Course I regardless of previous study, and one school offered no Course II language. Two schools did not reply.

The fact that courses which the student failed were not to be recorded was not clear to many schools. Often enrollments were inscribed with 0 credit where one credit would have been given if the student had passed the course. This was easily spotted on the tabulation sheets and such entries were disregarded, but the tabulator is inconvenienced by this superfluous detail.

Twenty-seven schools submitted tabulations that showed half credits were given for a course. Upon being asked for an explanation, eleven schools indicated that a half credit had been recorded when the student failed one semester of a full year's course and that the half credit earned for work in the first semester counted toward graduation. Five schools replied that a half credit had been recorded when the student failed one semester of a full year's course but that it did not count toward graduation. Three schools replied that half credit counting toward graduation had been reported for one-semester courses that were complete courses. Three schools had recorded half credits for exploratory courses that did not count toward graduation. Five schools did not reply. For the purpose of this report, all half credits were disregarded.[1]

Because it was contrary to local regulations or practices, four schools objected to listing the names of graduating students, but were willing to report the essential data by using a numerical system to identify each graduate. Such tabulations were acceptable since students' names were used only when requesting transcript copies from the high schools to check accuracy of reporting.

2. Tabulations

Summary tabulations were made according to the schools' organization (Charts 8 through 11) and by estimated size of graduating classes (Chart 12). Tabulations were not devised to show the effect of geography or other factors that might influence offerings and language-sequence patterns, but such considerations can be determined by rearranging the collected data into different categories.

3. Use of the Survey

A periodic comparison of the evaluations that result from surveys of this kind will, in addition to providing an enrollment count, measure the quality of foreign-language programs in public secondary schools.

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[1] On the tabulation for Gilroy High School (pages 10 - 13), disregarded years in which the student failed have been marked "f" and incomplete years have been marked "s".

II. Recommended procedure for proposed survey of language sequences completed by June 1965 graduates of public secondary schools.

A. Coverage

1. Forms

Early in 1966, letters will be sent to the principals of a representative and adequate sampling of public secondary schools requesting that they participate in a study of language sequences. The letter will outline the purpose of the survey and offer payment at $2.00 per hour for clerical assistance in transferring data from student transcripts to MLA tabulation sheets. A copy of the tabulation sheet will be enclosed. (See Chart 14 on page 30.) The principal will be asked to fill out an enclosed questionnaire (Chart 15 on page 31) and return it. This questionnaire will indicate how many tabulation sheets will be required by the school and whether 7th- and 8th-grade language study leads to Course II in a language program. Tabulation sheets and a billing form will be sent to each school when the questionnaire is returned to the MLA. This procedure will circumvent the problems that resulted from trying to estimate the number of tabulation sheets required by each contact in the pilot study. More reliable information concerning the school's practice in granting credit for 7th- and 8th-grade language study should be received if the principal is asked to supply the information. In the pilot study such questions were generally answered by a clerk who had been assigned the responsibility of completing the tabulation sheets.

The instructions on the tabulation sheet will indicate that all successfully completed language study in the 7th through the 12th grades should be recorded whether or not credit for high-school graduation was earned. This relieves the tabulator from deciding whether 7th- and 8th-grade language study is germane to the report. It will be the responsibility of the Research Center to determine whether 7th- and 8th-grade language work in a given school is to be considered. Such work will be tabulated for the study only if the questionnaire received earlier from the principal indicates that 7th- and 8th-grade language study places the student in Course II or III in the 9th grade.

The school will not be asked to record Carnegie units, since the principal's questionnaire will indicate whether credit was received for the course. This again relieves the school's tabulator from determining if credit was granted for a course of study. Special emphasis is placed on the fact that courses which the student failed and courses for which half credit was earned are not to be recorded. Even though some schools count half a credit toward graduation for one semester of study of a full year's course, the value of that semester is questionable when the student failed the next. The pilot study indicated that there are too few courses that are complete in one semester for them to be introduced into the mechanics of the survey.

The accuracy check of the data reported for the pilot study indicated that the degree of significant error was insufficient to justify the expense of requesting transcripts in subsequent surveys of this type. (For analysis of errors, see Chart 4.) Adjustment for probable discrepancies will be made in the inflation of the sample. Because transcripts will not be requested, students will be identified by number on the tabulation sheet, not by name, and students who did not study language will not be shown.

2. Follow-up

Follow-ups will be made to insure the highest percent of return possible.

B Tabulation

When the tabulation sheets are returned to the Research Center, credits earned in each language will be totaled and divided by the number of enrollments in the language. The average units earned in each language in each school will be tabulated. The proportion of graduates who studied foreign languages will also be tabulated for each school. If a system that reflects a qualitative evaluation of language study were agreed upon (such as the "sequence evaluation points" used in the pilot study), it could be used to supplement the quantitative analysis based on Carnegie units. The total Carnegie units or sequence evaluation points earned in foreign languages can be divided by the total number of graduates in each school to give an evaluation of each school's language program in terms of length of sequence studied and number of graduates who studied foreign languages. In this manner, the language program of any school can be readily compared with that of any other. Schools will then be grouped into categories, whether by size of the graduating class, geographical location, or any other desired arrangement.

Chart 1. Sample questionnaire and tabulation sheets used in Pilot Study of Language Sequences Completed by Secondary-School Graduates, Spring 1963. (Gilroy Union High School, Gilroy, California)

Form OE-4199

THE MODERN LANGUAGE ASSOCIATION OF AMERICA

4 WASHINGTON PLACE • NEW YORK 3, N. Y. • SPRING 7-7100

Budget Bureau No. 51-R-437
Approval Expires Nov. 15, 1964

PILOT STUDY OF LANGUAGE SEQUENCES COMPLETED BY SECONDARY SCHOOL GRADUATES, 1962-63

Conducted under contract with NDEA Title VI funds for the
UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION

To the Principal:

The Modern Language Association, under contract with the United States Office of Education, is undertaking a survey which is designed to provide information regarding opportunities and sequences of studies in foreign languages in the public secondary schools.

We are requesting transcript data from two-hundred schools which have been selected according to established sampling techniques. Information received from these schools will provide a basis on which to formulate subsequent national surveys of this nature and an analysis of foreign language sequences.

Your school is oneof the selected two hundred. The Modern Language Association will be glad to pay a qualified person on your staff at the rate of $2.00 per hour to transfer information from the transcript records of your Spring 1963 graduates onto our enclosed tabulation sheets.

We are enclosing a billing form to be submitted at the completion of the tabulation. Please enclose this form with your tabulation in the enclosed postage-free envelope. Later, we may request the copies of transcripts for a small number of your students.

We assure you in advance of our gratitude for your help.

Sincerely yours,

John T. Harmon

John T. Harmon
Director of Research

EVERY SCHOOL SHOULD COMPLETE ITEMS 1 – 8 EVEN IF THE SCHOOL HAS NO FOREIGN LANGUAGE PROGRAM.

1. Name of school Gilroy Union High School
2. Street address I.O.O.F. Avenue
   City Gilroy State California Zip Code
3. Telephone: Area code 408 Local No. 842-3124 Extension(s)
4. Name of person completing this report Alice Sakahara Title Registrar
5. Total number of graduates from your school in the year 1962-63. (This number should be the same as the total number of graduates reported on all sheets). 149
6. Encircle the grades for which the student record cards kept in your school show official credits toward graduation:

   7 8 (9 10 11 12)

7. Do the records in your school show language courses taken as early as the 7th grade?
   Yes _____ No X (If no, specify the lowest grade for which records are kept.) 9
8. If your school had no graduates in 1962-63 who completed at least a year of foreign language study, and does not have students currently enrolled in foreign language courses, check here _____.
9. If your school had no graduates in 1962-63 who completed at least a year of foreign language study, but does have students currently enrolled in foreign language courses, check here _____.
10. If you checked the box for either item 8 or item 9, use the postage-free envelope to return this sheet without proceeding further.

FORM OE-4199
SHEET NO. 1 OF 3 SHEETS

PILOT STUDY OF LANGUAGE SEQUENCES COMPLETED BY SECONDARY SCHOOL GRADUATES, 1962–63

Conducted under contract with NDEA Title VI funds for the

UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION

Budget Bureau No. 51-R-437
Approval Expires Nov. 15, 1964

11. If the graduate did not complete work in any foreign language, enter x in Column 2.

12. In Columns 3 – 8 place an x in each column that indicates a grade in which the student successfully completed a year's study of Latin. A "year's" study is to be defined in accordance with the practice in your school. Note that the number of grade levels checked may exceed the number of credits in Latin which you will record in Column 9. (See the example for student Shumacher.)

13. In Column 9, indicate the total number of Latin credits earned toward high school graduation. For this purpose, assume that a credit toward graduation represents a year of study with 4 to 5 class periods per week of at least 40 minutes each (or the equivalent) and satisfactory completion of the work. Credits in "General Language" courses and "Exploratory" courses are not to be included.

14. Use the method outlined in paragraphs 11 – 13 above to report for French, Spanish, German, Russian and "Other" languages. (Follow the example shown for student Wendley if a graduate has complete work in two "Other" languages.)

NOTE: If you have any suggestions for improving this form, use the reverse side of this sheet for your comments.

COPY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
NAMES OF GRADUATES PREFERABLY in ALPHABETICAL ORDER)	NO LANGUAGE WORK	LATIN							FRENCH							SPANISH							GERMAN							RUSSIAN							OTHER LANGUAGE(S)							NAME(S) OF OTHER LANGUAGE(S) IN COLUMNS 38 – 43
		CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY						Total Number of LATIN Credits Earned Toward Graduation	CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY						Total Number of FRENCH Credits Earned Toward Graduation	CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY						Total Number of SPANISH Credits Earned Toward Graduation	CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY						Total Number of GERMAN Credits Earned Toward Graduation	CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY						Total Number of RUSSIAN Credits Earned Toward Graduation	CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY						Total Number of Other Languages credits Earned Toward Graduation							
		7th	8th	9th	10th	11th	12th		7th	8th	9th	10th	11th	12th		7th	8th	9th	10th	11th	12th		7th	8th	9th	10th	11th	12th		7th	8th	9th	10th	11th	12th		7th	8th	9th	10th	11th	12th		
EXAMPLES																																												
Shumacher, C.				x	x	x		2																	x	x	x		3														
Thompson, J.	x																																						x	x		2	Italian
Wendley, P.																	x	x	x	x		4																		x	x	x	3	Portuguese

START HERE:

THIS REPORT FOR	1.																	x		x	x	3																							
	2.																	x	x			2																							
	3.	x																																										
	4.																		x	x		2																							
	5.																	x	x	x		3																							
	6.											x		1				x	x			2																							
	7.																	x	x	x		3																							
	8.	x																																									
	9.																	x	x			2																							
	10.																			x	x	2																							
	11.	x																																										
	12.																		x			1																							
	13.																	x	x	x	x	4																							
	14.	x																f		x	x	2																							
	15.																																											
	16.	x																	x	x		2																							
	17.																	f		x	x	2																							
	18.			x				1										x	x			2																							
	19.				x	x		2										~~s~~				~~2~~																							
	20.																	x	x			2																							
	21.																																											
	22.	x																	x			1																							
	23.	x																~~s~~				~~2~~																							
	24.																		x			1																							
	25.																	x	x	x		3																							
	26.																	x				1																							
	27.																	x	x	x	x	4																							
	28.																	x	x			2																							
	29.																	x				1																							
	30.	x																	x	x		2																							
	31.																	x	x	x		3																							
	32.																	x	x	x		3																							
	33.	x																																										
	34.																	x				1																							
	35.																	x	x			2																							
	36.																	x	x	x	x	4																							
	37.																																											
	38.																	x	x	x	x	4																							
	39.			x	x			2												x	x	2																							
	40.																	x	x	x	x	4																							
	41.																	f		x	x	2																							
	42.	x																																										
	43.	x																f		x	x	2																							
	44.																		x	x	x	3																							
	45.																		x	x		2																							
	46.																																											
	47.			x	x			2											x			1																							
	48.																																											
	49.	x																																										
	50.			x	x			2																																				

Note: Years in which the student failed have been marked with an "f," and incomplete years have been marked with an "s." Such information was disregarded in final tabulations.

Page 2 of Chart 1

OE-4199
ET NO. 2 OF 3 SHEETS

PILOT STUDY OF LANGUAGE SEQUENCES COMPLETED BY SECONDARY SCHOOL GRADUATES, 1962–63

Conducted under contract with NDEA Title VI funds for the

UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION

Budget Bureau No. 51-R-437
Approval Expires Nov. 15, 1964

11. If the graduate did not complete work in any foreign language, enter x in Column 2.

12. In Columns 3 – 8 place an x in each column that indicates a grade in which the student successfully completed a year's study of Latin. A "year's" study is to be defined in accordance with the practice in your school. Note that the number of grade levels checked may exceed the number of credits in Latin which you will record in Column 9. (See the example for student Shumacher.)

13. In Column 9, indicate the total number of Latin credits earned toward high school graduation. For this purpose, assume that a credit toward graduation represents a year of study with 4 to 5 class periods per week of at least 40 minutes each (or the equivalent) and satisfactory completion of the work. Credits in "General Language" courses and "Exploratory" courses are not to be included.

14. Use the method outlined in paragraphs 11 – 13 above to report for French, Spanish, German, Russian and "Other" languages. (Follow the example shown for student Wendley if a graduate has complete work in two "Other" languages.)

NOTE: If you have any suggestions for improving this form, use the reverse side of this sheet for your comments.

COPY

1	2	3 4 5 6 7 8 9	10 11 12 13 14 15 16	17 18 19 20 21 22 23	24 25 26 27 28 29 30	31 32 33 34 35 36 37	38 39 40 41 42 43 44	45
NAMES OF GRADUATES (PREFERABLY IN ALPHABETICAL ORDER)	NO LANGUAGE WORK	LATIN: CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY (7th 8th 9th 10th 11th 12th); Total Number of LATIN Credits Earned Toward Graduation	FRENCH: CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY (7th 8th 9th 10th 11th 12th); Total Number of FRENCH Credits Earned Toward Graduation	SPANISH: CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY (7th 8th 9th 10th 11th 12th); Total Number of SPANISH Credits Earned Toward Graduation	GERMAN: CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY (7th 8th 9th 10th 11th 12th); Total Number of GERMAN Credits Earned Toward Graduation	RUSSIAN: CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY (7th 8th 9th 10th 11th 12th); Total Number of RUSSIAN Credits Earned Toward Graduation	OTHER LANGUAGE(S): CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY (7th 8th 9th 10th 11th 12th); Total Number of Other Languages credits Earned Toward Graduation	NAME(S) OF OTHER LANGUAGE(S) IN COLUMNS 38 – 43
EXAMPLES								
Shumacher, C.		× × × — — — 2				× × × — 3		
Thompson, J.	X						× × — 2	Italian
Wendley, P.				× × × × — 4			× × — 2	Portuguese
START HERE:								
51.	X							
52.		× × — — — 2						
53.	X							
54.				X X — — 2				
55.				X X — — 2				
56.				X X X X 4				
57.	X							
58.				~~X~~ X X X 3				
59.		× × — — — 2		— — X X 2				
60.				— X — — 1				
61.				X — — — 1				
62.	X							
63.				X — — — 1				
64.				~~X~~ — X X 2				
65.				— — ~~X~~ X 1				
66.	X							
67.				— — X — 1				
68.				X X — — 2				
69.		— — X 1		X X X — 3				
70.			X X X — 3					
71.	X							
72.		— — ~~X~~ X 1		X — — — 1				
73.				X — — — 1				
74.				— — X — 1				
75.				X X — — 2				
76.	X							
77.			X — X — 2					
78.	X							
79.	X							
80.				X X X X 4				
81.				X — — — 1				
82.		— X — — 1						
83.				— X — — 1				
84.				X X — — 2				
85.				~~X~~ — — — ~~2~~				
86.				X — X X 3				
87.				X X — — 2				
88.	X			X X — — 2				
89.				X X X — 3				
90.				X X X — 3				
91.				X X X X 4				
92.				— X — — 1				
93.		— — X X 2	X X — — 2					
94.		X X — — 2	— — X X 2					
95.	X							
96.	X							
97.				X X — — 2				
98.	X							
99.				X X X — 3				
100.				— X X — 2				

STUDENTS' NAMES HAVE BEEN DELETED FOR

Page 3 of Chart 1

FORM OE-4199 3
SHEET NO. 3 OF 3 SHEETS

PILOT STUDY OF LANGUAGE SEQUENCES COMPLETED BY SECONDARY SCHOOL GRADUATES, 1962 – 63

Conducted under contract with NDEA Title VI funds for the

UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION

Budget Bureau No. 51-R-437
Approval Expires Nov. 15, 1964

11. If the graduate did not complete work in any foreign language, enter x in Column 2.

12. In Columns 3 – 8 place an x in each column that indicates a grade in which the student successfully completed a year's study of Latin. A "year's" study is to be defined in accordance with the practice in your school. Note that the number of grade levels checked may exceed the number of credits in Latin which you will record in Column 9. (See the example for student Shumacher.)

13. In Column 9, indicate the total number of Latin credits earned toward high school graduation. For this purpose, assume that a credit toward graduation represents a year of study with 4 to 5 class periods per week of at least 40 minutes each (or the equivalent) and satisfactory completion of the work. Credits in "General Language" courses and "Exploratory" courses are not to be included.

14. Use the method outlined in paragraphs 11 – 13 above to report for French, Spanish, German, Russian and "Other" languages. (Follow the example shown for student Wendley if a graduate has complete work in two "Other" languages.)

NOTE: If you have any suggestions for improving this form, use the reverse side of this sheet for your comments.

COPY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
NAMES OF GRADUATES (PREFERABLY in ALPHABETICAL ORDER)	NO LANGUAGE WORK	LATIN							FRENCH							SPANISH							GERMAN							RUSSIAN							OTHER LANGUAGE(S)							NAME(S) OF OTHER LANGUAGE(S) IN COLUMNS 38 – 43
		CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY						Total Number of LATIN Credits Earned Toward Graduation	CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY						Total Number of FRENCH Credits Earned Toward Graduation	CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY						Total Number of SPANISH Credits Earned Toward Graduation	CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY						Total Number of GERMAN Credits Earned Toward Graduation	CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY						Total Number of RUSSIAN Credits Earned Toward Graduation	CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY						Total Number of Other Languages Credits Earned Toward Graduation	
		7th	8th	9th	10th	11th	12th		7th	8th	9th	10th	11th	12th		7th	8th	9th	10th	11th	12th		7th	8th	9th	10th	11th	12th		7th	8th	9th	10th	11th	12th		7th	8th	9th	10th	11th	12th		
EXAMPLES																																												
Shumacher, C.				X	X	X		2																	X	X	X		3															
Thompson, J.	X																	X	X	X	X	4																						Italian Portuguese
Wendley, P.																																							X	X	X	2	2	

START HERE:

	101.																																												
	102.							X	1				X	X		2			X	X			2																						
	103.	X																																											
	104.																				X	X	2																						
	105.																		X	X			2																						
	106.	X																																										
	107.				X	X			2													X	X	2																					
	108.																		X	X			2																						
	109.																		X	X		X	3																						
	110.	X																																										
	111.																			X	X	X	3																						
	112.							$	X													X	1																						
	113.	X																																										
	114.																		X	X		X	3																						
	115.																		X	X	X		2																						
	116.																		X	X			2																						
	117.																		X	X			2																						
	118.	X																																										
	119.																		X	X			2																						
	120.																		X	X			2																						
	121.																		X	X			2																						
	122.																		X	X			2																						
	123.												X	X	2					$			$																						
	124.							X		1									X	X			2																						
	125.												X		1					X			1																						
	126.																		X	X			2																						
	127.																			$		X	1																						
	128.	X																																										
	129.																		X	X			2																						
	130.				X	X			2																																			
	131.																		X				1																						
	132.																		X	X			2																						
	133.																		X	X			2																						
	134.																				X	X	2																						
	135.																		X	X	X	X	4																						
	136.																		X	X			2																						
	137.	X																																										
	138.	X																																										
	139.	X																																										
	140.												X		1																														
	141.																		X	X			2																						
	142.	X																																										
	143.																			X			1																						
	144.																			X	X		2																						
	145.																		X		X		2																						
	146.																		X				1																						
	147.							X	X	2									X	X	X	X	4																						
	148.	X																																										
	149.																		X	X		X	3																						

Chart 2. Selection of the sample by organization and size of school and the number of respondents in each category.

Organization (grade span)	School Enrollment	Number of schools in sample	Number of Respondents
1-12	under 100	4	4
	100-199	5	4
	200-299	7	7
	300-499	13	12
	500-999	14	13
	1000-1499	5	3
	1500-1999	1	1
	2000-2499	1	1
		50	45
7-12	under 100	9	8
	100-199	18	17
	200-299	19	17
	300-499	25	19
	500-999	29	26
	1000-1499	10	10
	1500-1999	4	3
	2000-2499	1	1
	2500 or more	1	1
		116	102
8-12	under 100	2	2
	100-199	1	1
	200-299	2	2
	300-499	3	3
	500-999	4	4
	1000-1499	2	2
	1500-1999	1	1
	2000-2499	1	1
	2500 or more	1	1
		17	17
9-12	under 100	8	7
	100-199	9	7
	200-299	9	9
	300-499	15	15
	500-999	22	17
	1000-1499	10	9
	1500-1999	6	6
	2000-2499	5	5
	2500 or more	4	3
		88	78
10-12	under 100	1	1
	100-299	1	1
	300-499	3	3
	500-999	9	9
	1000-1499	8	8
	1500-1999	5	5
	2000-2499	3	3
	2500 or more	3	3
		33	33

Chart 3. Date of receipt of completed tabulations

DATE OF RECEIPT OF COMPLETED QUESTIONNAIRE	Size of school by number of 1963 graduating class	Total schools in sample (col.3 & col.4)	Non-respondents	Total respondents (col.5 & col.8)	Respondents: Schools with language graduates: Total	Respondents: Schools with language graduates: having 1-49 language graduates	Respondents: Schools with language graduates: having 50 or more language graduates	Respondents: Schools with no language graduates: Total	Respondents: Schools with no language graduates: No language graduates or language program	Respondents: Schools with no language graduates: No language graduates but language program	col.8 as % of col.4
	1	2	3	4	5	6	7	8	9	10	11
Mar 10-Apr 17	All sizes (total)			153	124	85	39	29	22	7	19.0
	500 or more graduates			2	2	0	2	0	0	0	0.0
	100-499 graduates			36	36	3	33	0	0	0	0.0
	0-99 graduates			115	86	82	4	39	22	7	25.2
Apr 20-Jun 3	All sizes (total)			104	76	42	34	28	25	3	26.9
	500 or more graduates			5	5	0	5	0	0	0	0.0
	100-499 graduates			33	30	2	28	3	3	0	9.1
	0-99 graduates			66	41	40	1	25	22	3	37.9
Jun 4-Spt 30	All sizes (total)			18	15	8	7	3	3	0	16.7
	500 or more graduates			1	1	0	1	0	0	0	0.0
	100-499 graduates			7	7	1	6	0	0	0	0.0
	0-99 graduates			10	7	7	0	3	3	0	30.0
TOTAL Mar 10-Spt 30	All sizes (total)	304	29	275	215	135	80	60	50	10	21.8
	500 or more graduates	19	11	8	8	0	8	0	0	0	0.0
	100-499 graduates	88	12	76	73	6	67	3	3	0	3.9
	0-99 graduates	197	6	191	134	129	5	57	47	10	29.8

Chart 4. Errors in tabulations.

	Tabulation Sheet Record	Transcript Record
Equal credit on tabulation sheets and transcripts	1. Spanish - 10th, 11th grades	Spanish - 11th, 12th grades
	2. French - 10th, 11th grades	French - 9th, 10th grades
	3. French - 9th, 10th grades	French - 10th, 11th grades
	4. Spanish - 9th, 10th grades	Spanish - 9th, 11th grades
	5. Latin - 11th, 12th grades	Latin - 10th, 11th grades
	6. French - 11th grade	Spanish - 11th grade
Credits on transcripts were not recorded on tabulation sheets	7. No language	Spanish - 9th grade
	8. No language	Latin - 9th grade
	9. No language	French - 10th grade; Latin - 11th grade
	10. Spanish - 9th grade (no credit)	Spanish - 10th grade (1 credit)
	11. No Latin	Latin - 9th, 10th grades
	12. No German	German - 11th grade
	13. No French	French - 10th grade
	14. No French	French - 11th, 12th grades
	15. Spanish - 10th grade	Spanish - 10th, 12th grades
	16. French - 9th, 10th grades; No Latin	French - 12th grade; Latin - 10th, 11th grades
	17. Latin - 9th grade	Latin - 9th grade, Caesar - 10th grade
Credits were recorded on tabulation sheets which do not appear on transcripts	18. Spanish - 12th grade	No language
	19. Spanish - 11th, 12th grades	No language
	20. Latin - 9th grade	No language
	21. Spanish - 10th grade (1 credit)	Spanish (one semester only)
	22. French - 9th grade (1 credit)	French (failed)
	23. Spanish - 10th, 11th grades	Spanish - 10th grade
	24. Latin - 10th, 11th grades	Latin - 11th grade
	25. German - 10th, 11th, 12th grades	German - 10th, 11th grades

Chart 5. Patterns of language study by individual school.

Name of school: Gilroy Union High School

Graduation credits first earned in grade 9

Number of June 1963 graduates 149

Description of columns:

Column 1 - Number of students
Column 2 - Name of language studied (S - Spanish, F - French, G - German, etc.)
Column 3 - Grade level at which study of language was commenced
Column 4 - Number of years studied

Interrupted Sequences*	1	First Language Studied 2	3	4	Second Language Studied 2	3	4	Third Language Studied 2	3	4
(1) 9-11	1	F	9	2						
	1	F	9	3						
	1	F	11	1						
	1	F	11	2						
	4	L	9	2						
	1	L	10	2						
	7	S	9	1						
(1) 9-11	31	S	9	2						
(3) 9-10-12 (2) 9-11-12	15	S	9	3						
	8	S	9	4						
	10	S	10	1						
	6	S	10	2						
	1	S	10	3						
	1	S	11	1						
	5	S	11	2						
	3	S	12	1						
	1	F	9	2	L	11	2			
	1	L	9	1	S	10	1			
	1	L	9	1	S	11	2			
	3	L	9	2	S	11	2			
	1	S	9	1	L	11	1			
	1	S	9	1	L	12	1			
	1	S	9	2	F	11	1			
	1	S	9	2	L	11	1			
	1	S	9	3	L	12	1			
	1	S	9	4	L	11	2			
	1	S	10	1	F	11	1			
	1	L	9	2	F	10	2	S	11	2
	1	S	9	2	F	10	2	L	12	1

	First Language Studied			Second Language Studied			Third Language Studied		
1	2	3	4	2	3	4	2	3	4

Chart 6. Detailed language study data by individual school.

Name of school GILROY UNION H.S.

Number of 1963 graduates 149

Number of 1963 graduates with foreign-language credits 111

Of 111 graduates who studied foreign languages,

0 began study of a foreign language in the 7th grade

0 " " " " " " " " 8th "

81 " " " " " " " " 9th "

19 " " " " " " " " 10th "

8 " " " " " " " " 11th "

3 " " " " " " " " 12th "

0 terminated foreign-language study in the 7th "

0 " " " " " " 8th "

7 " " " " " " 9th "

41 " " " " " " 10th "

26 " " " " " " 11th "

37 " " " " " " 12th "

20 studied full sequence of at least one foreign language

96 studied one foreign language only

13 studied two foreign languages only

2 studied three foreign languages

Of 15 students who studied more than one foreign language,

0 began second foreign language in the 7th grade

0 " " " " " " 8th "

0 " " " " " " 9th "

3 " " " " " " 10th "

10 " " " " " " 11th "

2 " " " " " " 12th "

6 studied full sequence in one or more foreign language

9 studied full sequence in none

4 studied more than one foreign language at the same time

13 studied Latin

Of 101 student enrollments in language courses with 4-year sequences,

25 students took one year only

50 " " two years "

17 " " three " "

9 " " four "

Of 9 student enrollments in language courses with 3-year sequences,

3 students took one year only

5 " " two years "

1 " " three "

Of 18 student enrollments in language courses with 2-year sequences,

7 students took one year only

11 " " two years

0 students took language courses with only a one-year program

Of 66 enrollments in 2-year sequences,

64 students completed sequence without interruption

2 students interrupted completion of sequence

2 students took three years to complete sequence

0 students took four years to complete sequence

Of 18 enrollments in 3-year sequences,

13 students completed sequence without interruption

5 students interrupted completion of sequence

2 skipped a year following first year of study

3 skipped a year following second year of study

Chart 7. Classification of Schools

Class	Graduation credits first earned in grade:	Number of languages taught	Maximum number of years any one language is offered	Number of schools in each class
1	7	3 or more	4 or more	1
2	7	3 or more	3	1
3	7	3 or more	2	4
4	7	2	2	2
5	7	2	1	1
6	7	1	4 or more	1
7	7	1	3	1
8	7	1	2	4
9	7	1	1	1
10	7	0	0	5
11	8	3 or more	4 or more	2
12	8	3 or more	2	3
13	8	1	2	2
14	9	3 or more	4 or more*	40
15	9	3 or more	3	23
16	9	3 or more	2	21
17	9	2	4	6
18	9	2	3	9
19	9	2	2	28
20	9	2	1	4
21	9	1	4	1
22	9	1	3	3
23	9	1	2	33
24	9	1	1	13
25**	9	0	0	7
26	9	0	0	49
27	10	3 or more	3	1
28	10	2	1	1
29	10	1	2	6
30	10	0	0	2

* Three schools reported language study in the 7th and 8th grades for which no graduation credit was given.

** No graduating class in 1963.

CHART 8. DETAILED LANGUAGE STUDY DATA FOR SCHOOLS IN WHICH GRADUATION CREDIT IS FIRST EARNED IN THE 7TH GRADE.

	Class 1 7/3/4 (1 school)		Class 2 7/3/3 (1 school)		Class 3 7/3/2 (4 schools)		Class 4 7/2/2 (2 schools)		Class 5 7/2/1 (1 school)		Class 6 7/1/4 (1 school)		Class 7 7/1/3 (1 school)		Class 8 7/1/2 (4 schools)		Class 9 7/1/1 (1 school)		Class 10 7/0/0 (5 schools*)	
	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%
Number of 1963 graduates	241		283		408		116		25		66		51		100		13		69	
Number of graduates with FL credits	163	67.6	198	70.0	187	46.8	31	26.7	9	36.0	22	33.3	16	31.4	28	28.0	5	38.5	0	0.0
GRADUATES WITH FL CREDITS																				
Began FL study in 7th grade			5	2.6																
Began FL study in 8th grade	76	46.6	12	6.1																
Began FL study in 9th grade	60	36.8	80	40.4	116	62.0	17	54.8	9	100.0	22	100.0			16	57.1				
Began FL study in 10th grade	19	11.7	49	24.7	61	32.6	13	41.9					16	100.0						
Began FL study in 11th grade	7	4.3	52	26.3	7	3.7	1	3.2							11	39.3				
Began FL study in 12th grade	1	0.6			3	1.6									1	3.6	5	100.0		
Terminated FL study in 7th grade																				
Terminated FL study in 8th grade	9	5.5																		
Terminated FL study in 9th grade	6	3.7	16	8.1	17	9.1	5	16.1	9	100.0	1	4.6			4	14.3				
Terminated FL study in 10th grade	19	11.7	78	39.4	65	34.8	7	22.6			13	59.1	1	6.3	12	42.9				
Terminated FL study in 11th grade	46	28.2	62	31.3	37	19.8	10	32.3							3	10.7				
Terminated FL study in 12th grade	83	50.9	42	21.2	68	36.4	9	29.0			8	36.4	15	93.8	9	32.1	5	100.0		
Studied full sequence in at least one FL	8	12.9	9	4.6	144	77.0	24	77.4	9	100.0	8	36.4	15	93.8	20	71.4	5	100.0		
Studied only one FL	101	62.0	181	91.4	135	72.2	22	71.0	9	100.0	22	100.0	16	100.0	28	100.0				
Studied two FLs	61	37.4	17	8.6	51	27.3	9	29.0												
Studied three FLs	1	0.6			1	0.5														
Studied more than one FL	62	38.0	17	8.6	52	27.8	9	29.0												
GRADUATES WHO STUDIED MORE THAN ONE FL																				
Began 2nd language in 7th grade																				
Began 2nd language in 8th grade																				
Began 2nd language in 9th grade	4	6.5	1	5.9	3	5.8														
Began 2nd language in 10th grade	28	45.2	6	35.3	3	5.8														
Began 2nd language in 11th grade	30	48.4	8	47.0	43	82.7	6	66.7												
Began 2nd language in 12th grade			2	11.8	3	5.8	3	33.3												
Studied full sequence in one or more FL	8	12.9	4	23.5	52	100.0	8	88.9												
Studied full sequence in none	54	87.1	13	76.5			1	11.1												
Studied more than one FL at a time	39	62.9	3	17.6	3	5.8														
Studied Latin	44	71.0	11	64.7	51	98.1	6	66.7												

COURSE ENROLLMENTS																				
Enrollments in FL courses with 5 year sequences	151																			
Studied one year only	25	16.6																		
Studied two years only	36	23.8																		
Studied three years only	35	23.2																		
Studied four years only	42	27.8																		
Studied five years	13	8.6																		
Enrollments in FL courses with 4 year sequences	67		143								22									
Studied one year only	8	11.9	46	32.2							1	4.6								
Studied two years only	32	47.8	87	60.8							13	59.1								
Studied three years only	20	29.9	7	4.9																
Studied four years	7	10.4	3	2.1							8	36.4								
Enrollments in FL courses with 3 year sequences			67										16							
Studied one year only			18	26.9									1	6.3						
Studied two years only			43	64.2																
Studied three years			6	8.9									15	93.8						
Enrollments in FL courses with 2 year sequences	7		5		233		37								28					
Studied one year only	1	14.3	3	60.0	50	21.5	9	24.3							8	28.6				
Studied two years	6	85.7	2	40.0	183	78.6	28	76.7							20	71.4				
Enrollments in FL courses with 1 year program					6		3		9								5			
CONTINUITY OF STUDY																				
Enrollments in 2 year sequences	74		132		183		28				13				20					
Uninterrupted	74	100.0	131	99.2	183	100.0	28	100.0			13	100.0			20	100.0				
Interrupted			1	0.8																
by one year lapse			1	100.0																
by two year lapse																				
Enrollments in 3 year sequences	55		13										15							
Uninterrupted	54	98.2	12	92.3									15	100.0						
Interrupted for a year	1	1.8	1	7.7																
after first year of study			1	100.0																
after second year of study	1	100.0																		
Enrollments in 4 year sequences	7																			
Uninterrupted	5	71.4																		
Interrupted for a year	2	28.6																		
after first year of study	1	50.0																		
after second year of study																				
after third year of study	1	50.0																		

* One school currently has a foreign language program but no 1963 graduate studied a foreign language.

CHART 9. DETAILED LANGUAGE STUDY DATA FOR SCHOOLS IN WHICH GRADUATION CREDIT IS FIRST EARNED IN THE 8TH GRADE.

	Class 11 8/3/4 (2 schools)		Class 12 8/3/2 (3 schools)		Class 13 8/1/2 (2 schools)	
	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%
Number of 1963 graduates	511		313		68	
Number of graduates with FL credits	330	64.6	140	44.7	10	14.7
GRADUATES WITH FL CREDITS						
Began FL study in 8th grade	21	6.3	2	1.4		
Began FL study in 9th grade	231	70.0	39	27.9	6	60.0
Began FL study in 10th grade	52	15.8	46	32.9		
Began FL study in 11th grade	25	7.6	46	32.9	4	40.0
Began FL study in 12th grade	1	0.3	7	5.0		
Terminated FL study in 8th grade	4	1.2				
Terminated FL study in 9th grade	33	10.0	9	6.4	3	30.0
Terminated FL study in 10th grade	110	33.3	37	26.4	3	30.0
Terminated FL study in 11th grade	92	27.9	46	32.9		
Terminated FL study in 12th grade	91	27.6	48	34.3	4	40.0
Studied full sequence in at least 1 FL	78	23.6	100	71.4	7	70.0
Studied only one Fl	273	82.7	123	87.9	10	100.0
Studied two FLs	57	17.3	16	11.4		
Studied three FLs			1	0.7		
Studied more than one FL	57	17.3	17	12.1		
GRADUATES WHO STUDIED MORE THAN ONE FL						
Began 2nd language in 8th grade	1	1.8				
Began 2nd language in 9th grade	3	5.3				
Began 2nd language in 10th grade	19	33.3	2	11.8		
Began 2nd language in 11th grade	32	56.1	9	52.9		
Began 2nd language in 12th grade	2	3.5	6	35.3		
Studied full sequence in one or more Fls	9	15.8	15	88.2		
Studied full sequence in none	48	84.2	2	11.8		
Studied more than one FL at a time	13	22.8	3	17.6		
Studied Latin	46	80.7	14	82.4		

COURSE ENROLLMENTS						
Enrollments in FL courses with 4 year sequences	336					
Studied one year only	79	23.5				
Studied two years only	174	51.8				
Studied three years only	47	14.0				
Studied four years	36	10.7				
Enrollments in FL courses with 4 year sequences	7					
Studied one year only						
Studied two years only	6	85.7				
Studied three years	1	14.3				
Enrollments in FL courses with 2 year sequences	44		150		10	
Studied one year only	2	4.5	53	35.3	3	30.0
Studied two years	42	95.5	97	64.7	7	70.0
Enrollments in FL courses with 1 year program			5			
CONTINUITY OF STUDY						
Enrollments in 2 year sequences	222		34		7	
Uninterrupted	215	96.8	33	97.1	7	100.0
Interrupted	7	3.2	1	2.9		
by one year lapse	6	85.7	1	100.0		
by two year lapse	1	14.3				
Enrollment in 3 year sequences	48					
Uninterrupted	44	91.7				
Interrupted for a year	4	8.3				
after first year of study	1	25.0				
after second year of study	3	75.0				

CHART 10. DETAILED LANGUAGE STUDY DATA FOR SCHOOLS IN WHICH GRADUATION CREDIT IS FIRST EARNED IN THE 9TH GRADE.

	Class 14 9/3/4* (40 schools)		Class 15 9/3/3 (23 schools)		Class 16 9/3/2 (21 schools)		Class 17 9/2/4 (6 schools)		Class 18 9/2/3 (9 schools)		Class 19 9/2/2 (28 schools)		Class 20 9/2/1 (4 schools)		Class 21 9/1/4 (1 school)		Class 22 9/1/3 (3 schools)		Class 23 9/1/2 (33 schools)		Class 24 9/1/1 (13 schools)		Class 25 9/0/0 (7 schools**)		Class 26 9/0/0 (49 schools***)	
	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%
Number of 1963 graduates	11,379		5,379		2.052		560		653		1,847		56		26		60		1,596		497		0		1,442	
Number of graduates with FL credits	7.048	61.9	2,793	51.9	925	45.1	276	49.3	352	53.9	768	41.6	17	30.4	9	34.6	23	38.3	467	29.3	139	28.0	0	0.0	0	0.0
GRADUATES WITH FL CREDITS																										
Began FL study in 7th grade	41	0.6																								
Began FL study in 8th grade	55	0.8																								
Began FL study in 9th grade	4,680	66.4	1,501	53.7	440	47.6	182	65.9	197	56.0	353	46.0			5	55.6	14	60.0	86	18.4	9	6.5				
Began FL study in 10th grade	1,531	21.7	729	26.1	256	27.7	79	28.6	117	33.2	178	23.2	12	70.6			6	26.1	142	30.4	9	6.5				
Began FL study in 11th grade	649	9.2	476	17.0	203	21.9	11	4.0	25	7.1	183	23.8			3	33.3	3	13.0	220	47.1	18	12.9				
Began FL study in 12th grade	92	1.3	87	3.1	26	2.8	4	1.4	13	3.7	54	7.0	5	29.4	1	11.1			19	4.1	103	74.1				
Terminated FL study in 8th grade	1	0.01																								
Terminated FL study in 9th grade	708	10.0	228	8.2	98	10.6	16	5.8	61	17.3	98	12.8					4	17.4	14	3.0	9	6.5				
Terminated FL study in 10th grade	2,091	29.7	811	29.0	339	36.6	82	29.7	121	34.4	244	31.8	10	58.8			3	13.0	119	25.5	9	6.5				
Terminated FL study in 11th grade	2,134	30.3	899	32.2	262	28.3	94	34.1	97	27.6	168	21.9			1	11.1	6	26.1	152	32.5	18	12.9				
Terminated FL study in 12th grade	2,114	30.0	855	30.6	226	24.4	84	30.4	73	20.7	258	33.6	7	41.2	8	88.9	10	43.5	182	39.0	103	74.1				
Studied full sequence in at least one FL	1,193	16.9	928	33.2	610	65.9	64	23.2	78	22.2	577	75.1	9	52.9	4	44.4	11	47.8	338	72.4	139	100.0				
Studied only one FL	5,502	78.1	2,284	81.8	786	85.0	238	86.2	296	84.1	658	85.7	15	88.2	8	88.9	21	91.3	467	100.0	139	100.0				
Studied two FLs	1,499	21.3	491	17.5	135	14.6	38	13.8	56	15.9	110	14.3	2	11.8	1	11.1	2	8.7								
Studied three FLs	47	0.7	18	0.6	4	0.4																				
Studied more than one FL	1,546	21.9	509	18.2	139	15.0	38	13.8	56	15.9	110	14.3	2	11.8	1	11.1	2	8.7								
GRADUATES WHO STUDIED MORE THAN ONE FL																										
Began 2nd FL in 9th grade	91	5.9	18	3.5	8	5.8	1	2.6	2	3.6	3	2.7														
Began 2nd FL in 10th grade	652	42.2	120	23.6	33	23.7	22	57.9	30	53.6	13	11.8														
Began 2nd FL in 11th grade	696	45.0	313	61.5	58	41.7	12	31.6	21	37.5	84	76.4			1	100.0	2	100.0								
Began 2nd FL in 12th grade	107	6.9	58	11.4	40	28.8	3	7.9	3	5.4	10	9.1	2	100.0												
Studied full sequence in one or more FL	416	26.9	215	42.2	120	86.3	15	39.5	28	50.0	102	92.7	2	100.0			1	50.0								
Studied full sequence in none	1,130	73.1	294	57.8	19	13.7	23	60.5	28	50.0	8	7.3			1	100.0	1	50.0								
Studied more than one FL at a time	600	38.8	100	19.6	23	16.5	23	60.5	25	44.6	10	9.1														
Studied Latin	1,196	77.4	418	82.1	109	78.4	37	97.4	56	100.0	63	57.3			1	100.0	2	100.0								

COURSE ENROLLMENT																								
Enrollments in FL courses with 5 year sequences	203																							
Studied one year only	6	3.0																						
Studied two years only	90	44.3																						
Studied three years only	50	24.6																						
Studied four years only	35	17.2																						
Studied five years	22	10.8																						
Enrollments in FL courses with 4 year sequences	5,864						247								9									
Studied one year only	1,566	26.7					45	18.2							2	22.2								
Studied two years only	2,787	47.5					80	32.4							3	33.3								
Studied three years only	989	16.9					85	34.4																
Studied four years	522	8.9					37	15.0							4	44.4								
Enrollments in FL courses with 3 year sequences	1,858		2,536						356								23							
Studied one year only	602	32.4	774	30.5					144	40.4							5	21.7						
Studied two years only	964	51.9	1,380	54.4					165	46.3							8	34.8						
Studied three years	292	15.7	382	15.1					47	13.2							10	43.5						
Enrollments in FL courses with 2 year sequences	559		740		1,032		65		49		773						2		467					
Studied one year only	182	32.6	183	24.7	387	37.5	40	61.5	16	32.7	261	33.8					1	50.0	138	29.6				
Studied two years	377	67.4	557	75.3	645	62.5	25	38.5	33	67.3	512	66.2					1	50.0	329	70.4				
Enrollments in FL courses with 1 year program	5		38		32				3		106		18								139			
CONTINUITY OF STUDY																								
Enrollments in 2 year sequences	4,218		1,937		645		105		198		512				3		9		329					
Uninterrupted	4,101	97.2	1,906	98.4	634	98.3	103	98.1	195	98.5	510	99.6			3	100.0	9	100.0	320	97.3				
Interrupted	117	2.8	31	1.6	11	1.7	2	1.9	3	1.5	2	0.4							9	2.7				
by one year lapse	100	85.5	26	83.9	10	90.9	2	100.0	3	100.0	2	100.0							9	100.0				
by two year lapse	17	14.5	5	16.1	1	9.1																		
Enrollments in 3 year sequences	1,331		382				85		47	95.7							10							
Uninterrupted	1,261	94.7	369	96.6			81	95.3	45	4.3							9	90.0						
Interrupted for a year	70	5.3	13	3.4			4	4.7									1	10.0						
after first year of study	32	45.7	3	23.1			2	50.0	2	100.0														
after second year of study	38	54.3	10	76.9			2	50.0									1	100.0						
Enrollments in 4 year sequences	557																							
Uninterrupted	555	99.6																						
Interrupted for a year	2	0.4																						
after first year of study																								
after second year of study	1	50.0																						
after third year of study	1	50.0																						
Enrollments in 5 year sequences	22																							
Uninterrupted	17	77.3																						
Interrupted for a year	5	22.7																						
after first year of study																								
after second year of study	2	40.0																						
after third year of study																								
after fourth year of study	3	60.0																						

* Includes one school in which language study begins in 7th grade and two schools in which language begins in 8th grade though no graduation credit is earned.

** No graduating class in 1963. Four schools have a foreign language program.

*** Sixteen of the schools currently have a foreign language program, but no 1963 graduates studied a foreign language.

CHART 11. DETAILED LANGUAGE STUDY DATA FOR SCHOOLS IN WHICH GRADUATION CREDIT IS FIRST EARNED IN THE 10TH GRADE.

	Class 27 10/3/3 (1 school)		Class 28 10/2/1 (1 school)		Class 29 10/1/2 (6 schools)		Class 30 10/0/0 (2 schools*)	
	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%	Enroll-ments	%
Number of 1963 graduates	268		76		278		168	
Number of graduates with FL credits	194	72.4	15	19.7	91	32.7	0	0.0
GRADUATES WITH FL CREDITS								
Began FL study in 10th grade	123	63.4	5	33.3	22	24.2		
Began FL study in 11th grade	68	35.0			64	70.3		
Began FL study in 12th grade	3	1.5	10	66.7	5	5.5		
Terminated FL study in 10th grade	11	5.7	5	33.3	8	8.8		
Terminated FL study in 11th grade	69	35.6			42	46.2		
Terminated FL study in 12th grade	114	58.8	10	66.7	41	45.1		
Studied full sequence in at least one FL	45	23.2	15	100.0	51	56.0		
Studied only one FL	166	25.6	15	100.0	91	100.0		
Studied two FLs	26	13.4						
Studied three FLs	2	1.0						
Studied more than one FL	28	14.4						
GRADUATES WHO STUDIED MORE THAN ONE FL								
Began 2nd FL in 10th grade	1	3.6						
Began 2nd FL in 11th grade	18	64.3						
Began 2nd FL in 12th grade	9	32.1						
Studied full sequence in one or more FL	5	17.9						
Studied full sequence in none	23	82.1						
Studied more than one FL at a time	6	21.4						
Studied Latin	10	35.7						

COURSE ENROLLMENTS					
Enrollments in FL courses with 3 year sequences	203				
Studied one year only	51	25.1			
Studied two years only	109	53.7			
Studied three years	43	21.2			
Enrollments in FL courses with 2 year sequences	21			91	
Studied one year only	19	90.5		43	47.3
Studied two years	2	9.5		48	52.7
Enrollments in FL courses with 1 year program			15		
CONTINUITY OF STUDY					
Enrollments in 2 year sequences	111			48	
Uninterrupted	109	98.2		47	97.9
Interrupted	2	1.8		1	2.1
by one year lapse	2	100.0		1	100.0
by two year lapse					
Enrollments in 3 year sequences	43				
Uninterrupted	43	100.0			
Interrupted for a year					
after first year of study					
after second year of study					

* Neither school has a foreign language program.

Chart 12. Carnegie Units and Sequence Evaluation Points earned for foreign language study.

Abbreviations:
CU — Carnegie units
SEP — Sequence Evaluation Points
av. — average per student

	Stratum 1	Stratum 2	Stratum 3	Stratum 4	Stratum 5
Number of graduates	6,522	6,370	4,907	5,842	4,960
Av. CU in foreign languages	1.3	1.3	1.3	1.1	0.5
Av. SEP in foreign languages	1.8	1.9	2.0	1.6	0.7
Number of graduates who studied a foreign language	3,442	3,775	2,733	2,811	1,454
Total CU	8,167	8,214	6,494	6,414	2,532
Av. CU	2.3	2.2	2.4	2.3	1.7
Total SEP	12,048	12,043	9,650	9,220	3,434
Av. SEP	3.5	3.2	3.5	3.3	2.4
Number of graduates who studied Latin	1,104	1,069	1,109	1,046	439
Total CU	2,054	1,887	2,082	1,961	692
Av. CU	1.9	1.8	1.9	1.9	1.6
Total SEP	2,973	2,709	3,097	2,794	940
Av. SEP	2.7	2.5	2.8	2.7	2.1
Number of graduates who studied a modern foreign language	2,900	3,141	2,111	2,240	1,129
Total CU	6,113	6,327	4,412	4,453	1,840
Av. CU	2.1	2.0	2.1	2.0	1.6
Total SEP	9,075	9,264	6,553	6,516	2,432
Av. SEP	3.1	2.9	3.1	2.9	2.2
Number of graduates who studied French	844	1,062	812	1,251	458
Total CU	1,720	2,152	1,683	2,438	775
Av. CU	2.0	2.0	2.1	2.0	1.7
Total SEP	2,549	3,216	2,536	3,586	1,085
Av. SEP	3.0	3.0	3.1	2.9	2.4
Number of graduates who studied German	540	260	235	112	108
Total CU	1,169	467	462	217	143
Av. CU	2.2	1.8	2.0	1.9	1.3
Total SEP	1,798	731	688	322	186
Av. SEP	3.3	2.8	2.9	2.9	1.7
Number of graduates who studied Italian	39	179	1	3	0
Total CU	70	360	2	8	0
Av. CU	1.8	2.0	2.0	2.7	0.0
Total SEP	100	533	3	13	0
Av. SEP	2.6	3.0	3.0	4.3	0.0
Number of graduates who studied Russian	47	26	4	10	21
Total CU	91	35	7	14	23
Av. CU	1.9	1.3	1.8	1.4	1.1
Total SEP	134	44	10	18	43
Av. SEP	2.9	1.7	2.5	1.8	2.0
Number of graduates who studied Spanish	1,510	1,759	1,175	931	578
Total CU	2,910	3,310	2,258	1,774	889
Av. CU	1.9	1.9	1.9	1.9	1.5
Total SEP	4,272	2,833	3,316	2,574	1,155
Av. SEP	2.8	2.7	2.8	2.8	2.0
Number of graduates who studied "other" modern foreign languages	83	2	0	1	1
Total CU	153	3	0	2	1
Av. CU	1.8	1.5	0.0	2.0	0.0
Total SEP	267	4	0	3	1
Av. SEP	3.2	2.0	0.0	3.0	1.0

Chart 13. Graph showing correlation of Carnegie units and sequence evaluation points that represent the average amount of language study completed by 1963 graduates who studied foreign languages in schools with an estimated average grade enrollment of 220 to 390 (stratum 3 of the sample).

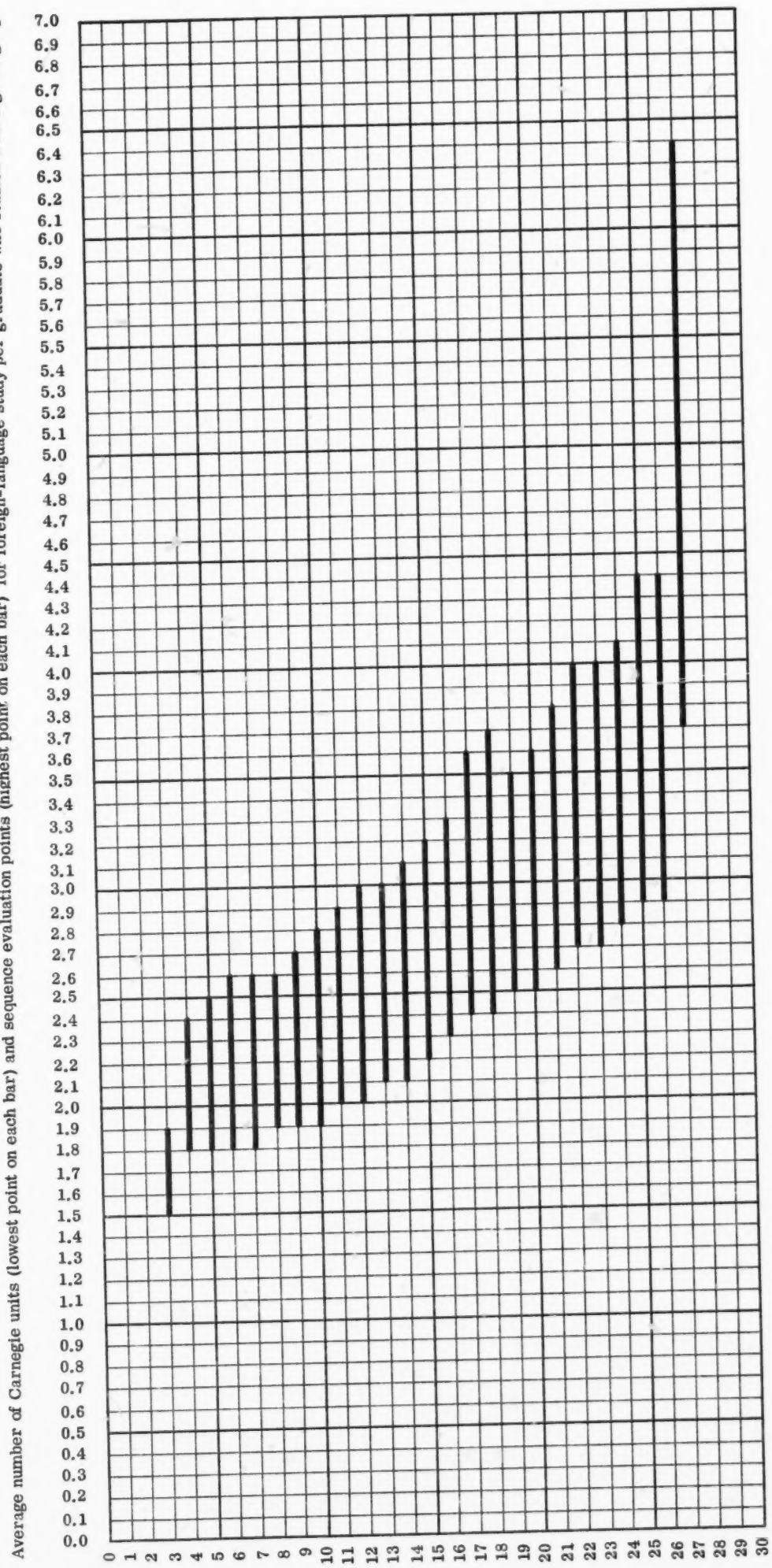

Chart 14. Proposed tabulation sheet for use in Survey of Foreign-Language Sequences Completed by Secondary-School Graduates, June 1965.

SHEET NO.____OF_____SHEETS

Budget Bureau No.
Approval Expires

THE MODERN LANGUAGE ASSOCIATION OF AMERICA
Foreign Language Program Research Center
4 Washington Place New York, N. Y.

STUDY OF LANGUAGE SEQUENCES COMPLETED BY SECONDARY SCHOOL GRADUATES, 1965

Conducted under contract with NDEA Title VI funds for the

UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION

PLEASE COMPLETE ITEMS 1-4

1. Name of school _____
2. Address (number and street) _____
   (city) _____ (state) _____ (zip code) _____
3. Telephone (area code) _____ (local no.) _____ (extension) _____
4. Name of person completing this report _____ (title) _____

INSTRUCTIONS:

Pull the transcript of each June 1965 graduate who studied a foreign language in the 7th, 8th, 9th, 10th, 11th, or 12th grades.
Number the transcripts consecutively. (When you have finished tabulating, do not erase the number from the transcript because it will be used to identify the student if there is a need to do so at a later date.)
Enter a record of language study for each student on the line in column 1 that corresponds to the number you have assigned to each transcript.
In columns 2-7, place an X in each column that indicates a grade in which the student successfully completed a full year's study of Latin.
Include a record of language study completed in grades 7 through 11 if it is available to you, even if the student was not enrolled in your school at the time.
Use the method outlined above to report French, Spanish, German, Italian, Russian, and "other" languages. Identify any "other" language in column 38. Note the example shown for student (26) who studied more than one "other" language.

DO NOT MARK YEARS IN WHICH THE STUDENT FAILED.

DO NOT MARK YEARS IN WHICH ONLY ONE SEMESTER WAS SUCCESSFULLY COMPLETED.

1	2 3 4 5 6 7	8 9 10 11 12 13	14 15 16 17 18 19	20 21 22 23 24 25	26 27 28 29 30 31	32 33 34 35 36 37	38 39 40 41 42 43	44
	LATIN	FRENCH	SPANISH	GERMAN	ITALIAN	RUSSIAN	OTHER LANGUAGE	NAME(S) OF OTHER LANGUAGE(S) IN COLUMNS 38-43
EXAMPLES	CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY	CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY	CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY	CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY	CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY	CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY	CHECK EACH GRADE IN WHICH THE GRADUATE SUCCESSFULLY COMPLETED A YEAR'S STUDY	
	7th 8th 9th 10th 11th 12th	7th 8th 9th 10th 11th 12th	7th 8th 9th 10th 11th 12th	7th 8th 9th 10th 11th 12th	7th 8th 9th 10th 11th 12th	7th 8th 9th 10th 11th 12th	7th 8th 9th 10th 11th 12th	
23.		X X X X					X X	Norwegian
24.	X X X			X				
25.	X X X			X X			X X	Ancient Greek
26.			X X				X X	Portuguese
START HERE:								
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Chart 15. Proposed questionnaire for use in Survey of Foreign-Language Sequences Completed by Secondary-School Graduates, June 1965.

1. Name of School _____

2. Address (number and street) _____

   (city) _____ (state) _____

3. Name of Principal _____

4. Number of 1965 graduates . . . . . _____

5. Number of 1965 graduates who studied a foreign language in the 7th, 8th, 9th, 10th, 11th, or 12th grades . . . . . _____

6. Students begin earning credit toward high-school graduation in grade _____

7. A student who had successfully completed a foreign-language course in the 7th or 8th grade, but not both, and continued study of the language in the 9th grade (check one)

   _____ a. was placed in Course I of the language.

   _____ b. was placed in Course II of the language, or its equivalent.

8. A student who had successfully completed foreign-language courses in the 7th and 8th grades and continued study of the language in the 9th grade (check one)

   _____ a. was placed in Course I of the language.

   _____ b. was placed in Course II of the language, or its equivalent.

   _____ c. was placed in Course III of the language.

9. If the placement of foreign-language students in your school differs from the above patterns, please describe your practice below:

   _____

   _____

   _____

   _____

   _____

10. There are no records in our school of languages studied by 1965 graduates in the following grades: (Encircle as appropriate)

    7 8 9